

YOUR LANGUAGE, MY LANGUAGE (LEVEL 2)

Description	The goal is for learners to participate, share ideas and have fun through their mother-tongue languages.
Leading question	How can we connect to a foreign language through art?
Subjects covered	Social Emotional Learning, Literacy
Total time required	45 minutes a day for 5 days
Resources required	Markers, pencils, colours, tape (glue), paper
Learning outcomes:	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. celebrate different languages and validate other languages and cultures. 2. discover similarities in different languages. 3. encouraged to be curious and explore different aspects of their host country's language and culture. 4. enhance their speaking and communication skills. 5. create their own language fair.
Previous Learning	N/A
Supervision required	Medium

Note: This resource was designed for Ukrainian and Polish learners. The user has the flexibility to adapt and change the languages based on the learners' spoken languages.

Day 1 - Today, learners will get to know each other, and be familiarised with greetings from a different language.

Language Fair:

A language fair is an event where organisers demonstrate their acquisition of some languages and the cultures related to them. **It includes posters, language conversations and songs.** Learners will turn their class into a language fair and invite their families and schoolmates to watch. Students will prepare for this from Day 1.

Time	Activity and Description
10 minutes	<p>Greetings Song One of the easiest expressions a language learner can acquire is greetings. By greeting others using their language, learners connect, acknowledge each other and show respect.</p> <p>Discussion: Educator starts by asking learners:</p> <ul style="list-style-type: none"> - Do you know how many spoken languages there are around the world now? (more than 7100 languages) - What languages do you know or hear around in your hometown? - Have you ever been in a place where you haven't understood the language there?

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15 minutes	<ul style="list-style-type: none"> - Can you speak/understand other languages? Name them. - What words or expressions do you know from different languages? <p>How to Greet in My Language?</p> <p>Procedure:</p> <ul style="list-style-type: none"> ● Educator explains to learners that they are going to learn basic Ukrainian and Polish greetings and goodbyes and how to respond. ● Depending on the number of learners, class is divided into mixed groups (Ukrainian and Polish in one group). ● Learners write both Ukrainian and Polish greetings/goodbye in the same paper. They can divide it into 2 parts for both languages. ● Educator writes on the board: <ul style="list-style-type: none"> - Welcome - Hi/Hello – response - Good morning – response - Good night – response - See you/goodbye – response - Hello, I am (name). - How are you? - response ● Learners write greetings and responses in both languages and take turns teaching their partners how to pronounce the words/expressions they wrote on their paper. Also, they teach each other common gestures used with greetings. ● At the end, each group makes a short conversation where learners greet each other in both Ukrainian and Polish. ● Learners hang the greeting posters they created on the wall to present at the fair.
15 minutes	<p>Greetings song:</p> <p>In the same groups, learners now have to produce a greeting song/rap in both Ukrainian and Polish. They choose the phrases and the tune.</p> <p>Inform them that by the end of the project, they will put up a ‘Language Fair’ and invite school staff, parents, and friends to share with them what they learnt about each others languages. The Greeting Song will be a part of it!</p> <p>Note: This song will be performed on the final day, so learners have to write down the song lyrics and practice at home.</p> <p>Extra: Educator can download music for their songs in here: https://www.epidemicsound.com/latest-tracks/</p>
5 minutes	<p>Reflect:</p> <p>Educator shows the following picture and asks learners to identify with the faces after each question:</p> <ul style="list-style-type: none"> - How do you feel now? - How do you feel working with partners who don’t speak the same language? - Was it easy to learn new greeting expressions from a different language?

	<ul style="list-style-type: none"> - Was it easy to communicate your language to others? - How do you feel that others know more about you and you and your language? - Do you want to know more about your classmates?
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Day 2 - Today, Learners will learn what to say in different situations, then they will write classroom language posters.

Time	Activity and Description
5 minutes	<p>Create your own Word</p> <p>Discuss with learners:</p> <ul style="list-style-type: none"> - How are languages created? - Are new words created over time? What are some examples of words that are relatively 'new'? (They can use examples from popular cultures) - Do the meanings of words change over time? <p>Challenge learners to create their own words influenced by Polish and Ukrainian, as a group. Each group can present what their word is, what it means, and how it can be used in a sentence!</p>
25 minutes	<p>What Do You Say When... ?</p> <p>Aim of Activity: this activity aims at introducing learners to language phrases, and helping them to culturally connect to Ukrainian and Polish language.</p> <p><i>It's part of the language to show how special cultures are. It's important to understand what people say in specific situations and how they say it (with different body language like gestures and intonation). Explain to learners that in order to make connections with people, it's nice if we learn some of their language phrases, especially the sentimental ones that are expressed in happy and hard times.</i></p> <p>Discussion:</p> <p>Teacher asks in Ukrainian once, and repeats in Polish:</p> <ul style="list-style-type: none"> - What words do you know that express love and emotions? - What's your favourite word in your language? What does it mean? - Are there any words or expressions you involuntarily keep saying while talking to someone? - Is body language important when you talk to others? Can you think of a gesture that is negative in your hometown? - What are some gestures and words that go together in your language? For example, "thumb up" goes with "good job". <p>Procedure:</p>

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- Learners are handed in the following worksheet to fill (include translation of both languages). They work in mixed groups and get to know more about each others' language and culture.
- They take turns asking and writing down the used expressions in each situation.

It's preferred if the educator asks Ukrainian learners to use Ukrainian letters to how a Polish expression is pronounced, and the same for Polish learners.

- Learners explore both languages asking their partners to repeat how words are pronounced and what gestures are used. (It's ok if the class gets a bit noisy and every group is buzzing.)
- When they are done, each group answers certain situations aloud. If there's still some time, learners act out some of these situations.
- They hang their answers on the language board/day 4.

“What do you say when...” Worksheet:

What do you say when...	In Polish	In Ukrainian
1. you thank someone	Polish: Ukrainian pronunciation:	Ukrainian: Polish Pronunciation:
2. it's somebody's birthday		
3. someone is sick		
4. you show affection to someone you love		
5. wish someone good luck		
6. you make a mistake and apologise		
7. you want to be polite (say excuse me or please)		
8. someone sneezes		
9. you congratulate someone		
<add your own!>		

20 minutes

Classroom Language Poster

Aim of Activity: This activity aims at improving learners' speaking skills, encouraging them to be confident and building a sense of community in the classroom.

- Learners work in groups to create a classroom language poster where they use their notes from the previous activity. Posters are written in both Ukrainian and Polish languages, with illustrations if possible.
- They try to come up with classroom language etiquette used on a daily basis, such as, "Thank you, May I use your pencil, Can you help me, open the door... etc."
- Groups share their ideas, discuss them and hang the posters on the wall.

Template:



Challenge learners to use each other's language on daily basis for common conversations! This ensures that both Ukrainian and Polish students feel represented.

If students are comfortable, suggest that each group creates its own unique handshake using a variety of actions.

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5 minutes	<p>Reflect:</p> <ul style="list-style-type: none"> - Have a chat with learners, allow them to express how they feel today, and ask what their favourite part of the day is? - Ask if they share what they have learnt with their family members and friends. <p>Challenge:</p> <p>Learners are challenged to teach 1 of their family members some of the words they learnt today. They have to report this to their classmates in the next class.</p>
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Day 3 - Today, learners will discover similar rhymes and words in their languages, then sing in different languages.

Time	Activity and Description
10 minutes	<p>Rhymes</p> <p>Aim of this activity: This activity aims at motivating children to see the similarities in both languages based on rhymes and simultaneously strengthen their ability to speak together freely.</p> <p>Explain to learners that in the next class, they will be singing in Ukrainian and Polish, so it's important they know the sounds and rhymes of the other language. It will be easier for them to sing.</p> <p>Part 1: Word Rhythm</p> <ul style="list-style-type: none"> ● Educator shows a picture of an object and writes down what it is in Ukrainian. For example, they show a picture of a dog, and write “пес” on the picture. Learners can join and suggest words themselves later. ● Learners repeat the word and focus on the last syllable. Educators explain that the sound of the ending of a word is called “rhyme”. ● Once learners understand what a rhyme is, they come up with Polish words that rhyme with the given Ukrainian word. They should think of at least 3 rhyming words. ● On a poster divided into 2 columns (Ukrainian and Polish), learners write the words that rhyme together. ● They repeat with Polish words and come up with Ukrainian rhyming words. Ask: Do these rhyming words have the same meaning or are related in a way? ● Learners have a class discussion about the words meaning and try to find a connection, if there is. ● Educators encourage learners to turn some of the rhyming words into a tune where they just pronounce these words with a melody of their own.
10 minutes	<p>Part 2: How Similar Are We?</p> <p>Now that learners are given the chance to discover how their languages are similar, they know how easy it is to learn more and more by themselves.</p>

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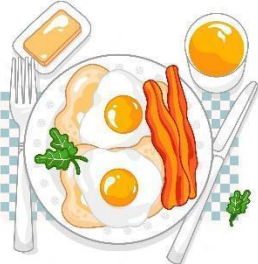
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In groups, Learners discuss:

- Do you think both Ukrainian and Polish languages have words that are pronounced the same or almost the same? Give Examples.

Provide learners with a sheet full of pictures that have almost the same pronunciation in Ukrainian and Polish. They write what the words are. Alternatively, students can discuss and draw their own pictures on paper.

Example:

Picture	Polish	Ukrainian
<p>1.</p> 		
<p>2.</p> 		
<p>3.</p> 		
<p><add more examples></p>		

- Get learners to come up with at least 10 such similar words with pictures.
- Learners hang the sheets on a board and ask each group to have a look at the other sheets and read what their classmates have written.

25 minutes	<p>Let's Sing it Out?</p> <p>Aim of the activity: This activity aims at introducing learners to the songs of other languages and learning how to speak through songs and rhymes.</p> <p>Choose universal songs such as Happy Birthday or other popular rhymes and ask students to sing it in Polish and Ukrainian.</p> <p>Procedure:</p> <ul style="list-style-type: none"> ● learners start talking about their favourite singers, music genre and songs. Then, some of them individually sing excerpts of their favourite songs. Ask others to join if they wish to. (They don't have to be Ukrainian or Polish) ● If there's access to technology in class, educator can show the song with lyrics on ● Now explain to learners that they are going to hear a simple Ukrainian/Polish song, and they'll learn how to sing it together. Help Polish learners pair with Ukrainian and vice versa if they need help understanding. <p>Suggestion: If it's possible, try to hand each learner the typed lyrics of the song. If Ukrainian learners, for example, are too young to sing in Polish, try to type the pronunciation of the Polish words in Ukrainian letters. If others find it difficult, tell them it's ok and they can join the dancing, gestures or body language.</p> <ul style="list-style-type: none"> ● Play the first song once, Polish for instance, preferably with lyrics on, pause and ask learners: <ul style="list-style-type: none"> - What is the name of the song - What is this song about? - What words did you catch? (Write them on board and explain what they mean, ask learners to repeat after you). ● Play the song for the second time, ask learners to follow the body movements and try to copy them. ● Give learners 2 minutes to help each other with the difficult words. ● Play the song for one last time and ask all learners to sing and dance along. You can join them. Repeat again if there's enough time. ● When they finish, give the chance to a Ukrainian learner to sing a part of the song alone. ● Repeat the same steps with the second song.
5 minutes	<p>Mix Song Preparation:</p> <p>The next class, learners will be creating a mix of Ukrainian and Polish songs, so they are asked to think about their favourite Ukrainian/Polish songs at home. (Songs have to be in Ukrainian or Polish).</p> <p>Ask them to write the lyrics of 2 of their favourite songs on a note and bring it to the next class.</p>

Day 4 - Today, learners speak a different language through songs, then produce their own.

Time	Activity and Description
10 minutes	<p>Warm up: Broken telephone</p> <p>Aim of activity: This activity aims at enhancing learners' communication skills while listening to a foreign language. Educator prepares Ukrainian/Polish phrases from famous songs, or easy rhythmic tongue twisters, or short expressions, e.g., Good morning, I love you, Ivan goes to school... etc.</p> <p>Procedure:</p> <ul style="list-style-type: none"> ● Assist learners to stand up in a line or circle and be silent. ● Start by whispering the first phrase/word to the first learner. Repeat it twice and make sure s/he gets the message correctly. ● Ask the first learner to whisper the same message (word/expression) to the learner standing next to them, and so on down the line. Warn them that they can repeat the message only once. ● The last learner in the line/circle now says the message aloud and see if it is the same message the first learner whispered. ● Repeat using more difficult expressions. <p>Tip: Educator can divide the class into two teams and make it a competition.</p> <p>Discussion:</p> <p>It might be difficult for Polish learners to send the same Ukrainian message (same pronunciation or exact words) to the learners standing next to them, and vice versa. However, they find it interesting to send a message and get it right at the end, so every time they repeat the process, they challenge themselves to get it right.</p> <p>Ask in Polish once, and repeat in Ukrainian:</p> <ul style="list-style-type: none"> - Did you like the game? - Was it easy to send the message correctly? Why? - Why couldn't you deliver the message correctly? Can you think of some obstacles? How can we overcome them? - How can this game help us communicate better in school or outside school?
25 minutes	<p>Let's Create our Own Songs!</p> <p>Now that learners have broken the ice and sung in both languages, it's time they sing their own songs. They will perform these songs on the final day at the fair.</p> <ul style="list-style-type: none"> ● In groups, ask learners to mix 2 or 3 of their favourite songs together. ● They can add their own lyrics and encourage them to use rhyming words. ● Offer help if they face any trouble. ● Once they are done, groups choose a song and band name, then they present their songs. They can also create a logo for their band, if time permits! ● Give feedback and repeat to them that they are going to sing this on the final day, so they have to practise at home.

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15 minutes	<p>Language Fair Invitations! Material: papers, colours and pens</p> <p>Learners make simple invitation cards to invite their families and schoolmates to the fair. They design their own invitations but must include the following information: Show Name, Time, Place. Besides, the class must choose a catchy name for their language fair. Encourage students to design their invitation in the new language and exchange the invites to each other to share.</p>
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Day 5 - Today, learners will make a language fair and show it to their schoolmates and family members

Time	Activity and Description
25 minutes	<p>Language Fair Preparation: Learners are assigned rules to finalise class decoration and put the fair pieces they've been working on the previous days together.</p> <ul style="list-style-type: none"> - They make a class banner with both languages to welcome the audience. - They label some class items in both languages using sticky notes. - They make a 'Language board' and arrange Greetings and Classroom Language Posters. They also add their own artworks to it. - They practise how they are going to introduce themselves as a band, and practise their final songs one last time before the fair. - Encourage students to also add posters about each other's countries – highlighting similarities and differences. - To make it interactive, learners write the lyrics of their songs on a piece of paper and make copies to hand in to the audience so they can sing all together.
25 minutes	<p>The Language Fair is Ready! Families, schoolmates, and staff are invited to the fair. Learners welcome them, make short conversation and guide them through the fair. Later, they perform their songs and share how this experience was and what they like the most about learning another language.</p>

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<p>Additional enrichment activities:</p>	<ol style="list-style-type: none"> Simon says! <ul style="list-style-type: none"> Explain to the learners the rules of the game. You will start first. The first round will be in Polish, and the second one in Ukrainian. Then ask learners to alternate; one Ukrainian learner will say Simon says in Ukrainian, and the Polish learner will do it in Polish. Learners can apply some of the familiar words they've learnt in body parts for example; they can ask others to clap their hands, or stamp their feet. Clap the Word: The activity aims at giving children multilingual language input while singing, dancing, and having fun at the same time. This activity will give an idea of the language's pronunciation and fundamental features. <ul style="list-style-type: none"> Learners will sit in a circle. Tell them they will hear a song, "Head, Shoulders, Knees, and Toes", polish version: https://www.youtube.com/watch?v=HK32ZM13Rw4. They will hear the song two times, and then the teacher will choose one word from the song, for example, shoulders (in polish) that they have just learned. The educator then instructs the learners to clap their hands every time they hear that word as they listen to the song. Repeat this activity with the Ukrainian version of the song. https://www.youtube.com/watch?v=5oBIBGOfM7s To make the activity more fun, educator can choose more than one word to identify or choose a different song. You will need to give different signals to different words. For example, raising hands or stamping a foot. Glossary Notebook: Learners are asked to start their own Glossary Notebook where they can insert the most relevant words or phrases they learn daily in class. The glossary included is based on the vocabulary and expressions of the languages they learn in the 5 days. Learners can include a definition, pronunciation (it's ok if they use their language letters), synonyms (if applicable), and a picture if they can't express the word in letters. Learners will update the glossary each day either in class or at home.
<p>Modifications for simplification</p>	<p>Notes to Educators</p> <p>Alphabets chart: As Ukrainian learners are not yet familiar with Polish language skills, and so are Polish learners with the Ukrainian language, it's preferred learners use the alphabet chart while learning. For instance, Hello is привіт in Ukrainian; however since Polish learners don't know Ukrainian alphabets yet, Polish learners try to write how the word is pronounced using polish letters. English Example: привіт, so they write /pryvit/.</p>

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Celebrate different languages and validate other languages and cultures.
- Discover similarities in different languages and widen their vocabulary.
- Encouraged to be curious and explore different aspects of their host country's language and culture.
- Enhance their speaking and communication skills.
- Create their own language fair.